

# THE SCHOOL JOURNAL

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# THE SCHOOL JOURNAL

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OSSIAN LANG, Editor.

## Concomitants of a School Program.

There is much talk just now about "reduction of studies" and "elimination of studies" and "cutting out non-essential studies." It is the usual pouring out the child with the bath. "Reduction," "elimination," and "cutting out" there must be, no doubt. Much of the traditional material in the course of study has lost its value. New demands have arisen and things that were necessary to be done in days that are gone have become useless. A reduction of the number of studies would be an absurd procedure. Reorganization of the material is what is needed.

Take nature study for example. Whether it appear in the list of studies or not the right sort of teacher has it anyway. It may be that he carries it on in connection with geography, with the reading lesson, or even with the spelling exercises. Or spelling—there are those who boast that they have no special period for it, that it is not in their list of studies, and that still their children are good spellers. I have seen teachers of this persuasion teach spelling in connection with every study in the curriculum, and yet believe that they are not spending any time on this mechanical subject. No intelligent teacher teaches only the bare mechanics of reading in the reading lesson, or only the forms of letters and the movement of the wrist and fingers in the writing lesson. The school with only the three R's in its program may take rank with the most progressive institutions, and one whose program fairly scintillates with bright names of "studies" may be a mere grad-grind mechanism.

New "studies" should represent a reorganization of material rather, and improvement of methods, than additions. "Gardening" may be simply specialization in industrial work or a new grouping of industrial activities; possibly it represents only a new way of studying nature; some teachers use it as a means for correlating and making practical various activities that might be classified under the heads of arithmetic, geography, manual training, geology, botany, and what not.

What is needed is an expert examination and regrouping of the materials to be included in a modern school curriculum.

A teacher who has stopped growing is not a fit associate for children. It were better that teachers should know less and recognize their deficiencies, than that they have completed the circle of perfection.

## Home-Grown Text-Books.

Some people are congratulating Commissioner Jonas, of the New York City Board of Education, on the deliciousness of his joke in the form of a proposition compelling school superintendents to write text-books for the local schools. Others say that he is not joking at all, and that he really is in earnest, sober earnest at that. Those who have a special knack for divorcing business principles and common sense from the consideration of school affairs, take the latter view and argue accordingly.

We must have the biggest things in the biggest cities, the tallest buildings, the largest expense account and the most stupendous provincialism. We are the people and wisdom was born with us. Can any good thing come out of Ypsilanti? Can a tiny suburb, like Mt. Vernon, N. Y., supply better spelling books and geographies than the mighty Babylon? Perish the thought. Manhattan text-books for Manhattoes, Brooklyn books for Brooklynites, Bronx-born teachers for the Bronxites! What constitutes a New Yorker anyway? Whatever it is, that and him only we want to help us rear the young.

All other educational problems being solved the Board of Education should now try to conquer experience in a new field. Text-book publishing and ink-manufacturing offer a seductive opening. A geography shall be produced that will make the rest of the world shrink into insignificance. The history shall contain names that were never heard outside the walls of Gath. There will be jobs for printers, binders, paper men, and many others who know the art of voting right when it comes to municipal elections.

Since Mr. Jonas himself will not admit that he is joking, there is still the possibility that he wants this whole matter of text-book supplies given a thoro airing. It certainly is in need of occasional intelligent consideration. Meanwhile, one point will be made specially clear, and that is that public opinion in the Metropolis has not yet grown so self-satisfied as to endorse any proposition productive of ingrowing.

The New York *Tribune* sums up pretty well the consensus regarding Mr. Jonas' proposition, in a humorous editorial. The attitude of the *Post* and the *Times* is shown in editorials which are reprinted on page 475 of this number. The *Tribune* writes, under date of November 16:

The gospel of self-help never found a sturdier champion than Mr. Nathan S. Jonas, the member of the New York Board of Education who offered a resolution at the last meeting of that body recommending that school superintendents be required to write the school text-books and turn them over to the Board for publication. Mr. Jonas is evidently weary of seeing authors and publishers reap huge profits from such simple things as: "This is a cat" and " $2 \times 2 = 4$ " and "Washington is the Father of His Country." He deplores the hundreds of thousands of dollars annually squandered upon the private owners of such puerile platitudes, and so proposes the simplest solution imaginable. Let those whom we are paying liberally to manage our schools furnish the pedagogical literature.



The aim of this self-help program is not the production of improved text-books, but the reduction of current expenses. Of good elementary text-books in all departments of infantile lore there is rich and abundant variety on the market. The only trouble with them is their price. Writers and printers are stubborn enough to insist upon reaping financial benefit from the publications, being in that respect like the men who sell real estate for school sites and the contractors who build schoolhouses. While checking the greed of the book producers might not Mr. Jonas kill several birds with one stone by amending his resolution so as to make it incumbent upon the school officials to erect buildings and furnish all other educational supplies? Any intelligent teacher can learn how to make ink. Away, then, with the rapacious stationers! A school principal, if supplied with the proper raw materials by the Board, ought to be able to turn out respectable blackboards, wall charts, lead pencils and desks after a little practice and experiment. During the long summer vacations the army of janitors have nothing to do but draw salaries; therefore let them be put to work building new schoolhouses. As for the finer work of construction, the interior and exterior decorations, at least, might easily be planned and executed by the women teachers possessed of artistic temperaments.

After a few years' experience in self-help the teaching corps would doubtless develop among its members a choice band of geniuses who could not only rule and instruct mothers' darlings during school hours but also, unwearied by that toil, manufacture pianos, bells and furnaces for the Board of Education. Naturally, many of these products would be somewhat inferior to those made by experts who give all their time and thought to perfecting their respective specialties. And it might be difficult to secure fire and accident insurance for home-made schoolhouses. But we must remember the great ends which would be attained. For their sake, we may be sure, all superintendents, principals, teachers and janitors will gladly work evenings and thru vacations without extra pay.

Supt. Frank W. Cooley, of Evansville, Ind., is one of the live schoolmen of the country. He follows closely new developments in education that promise better things for the schools. A few weeks ago he made a tour of inspection of schools in the Eastern States and carried back with him many new ideas to be utilized for the benefit of the children of Evansville. He is determined to keep his schools in touch with the best, and his Board of Education is with him.

Professor Brander Matthews has partially succeeded in his efforts toward a reformed spelling. The Columbia University trustees and the University Press have voted to adopt a standard of spelling which will bring into official use at Columbia at least 230 of the 300 reformed spellings proposed by him as Chairman of the Reformed Spelling Board.

Under this change, leaving out of account the past participles in which the board recommends the ending "t," eighty-one per cent. of Professor Matthews's list will now be spelled in the reformed way in all publications of the university.

The Doctors of Pedagogy of New York University have an active association which has held many profitable meetings and contributed considerably to the University School of Pedagogy. The Doctor of Pedagogy is now a graduate degree, conferred only upon college men and women holding the baccalaureate. It ranks with the Doctor of Philosophy in the university, and a high standing in the profession is a necessary prerequisite. This development is due chiefly to the firm stand taken by Dean Balliet who has placed the University School upon a foundation that commands respect in academic circles.

At the meeting of the association held this month Dean Thomas M. Balliet discussed "The Group

System" in class organization. The following officers were elected for the year 1907-8: President, Dr. Gertrude Edmund, of Lowell, Mass.; Vice-President, Dr. Francis Hall; Secretary-Treasurer, Dr. DeMilt Jackson; Executive Committee, Drs. Recler, Stitt and Dwyer; committee to confer with the Chancellor of the University, Drs. Hall, Merrill and Conant.

The Home Finding Association, an organization of Chicago Jews, seeks to aid children who have no parents or interested relatives. The little ones looked after are inmates of the Home for Jewish Friendless and the Working Girls of Chicago. The children in the home include boys and girls ranging from one year to fourteen years of age.

### Turnbull Sun Dial.

On October 31, the British Ambassador, James Bryce, formally presented the Turnbull Sun Dial to Princeton University. It is a copy of the famous sun dial which stands in the quadrangle of Corpus Christi College, Oxford. This one was presented to Princeton University by Sir William Mather.

Before the presentation of the dial, the Princeton faculty conferred the degree of Doctor of Laws upon Mr. Bryce in the faculty council room.

The faculty, in academic costume, then marched from the council room to the sun dial. The gay robes made a brilliant picture. Mr. Bryce wore his Oxford robe, and over it the purple hood denoting the degree which he had just received at Princeton.

Mr. Bryce said:

I am here today to present to you, in behalf of my old and valued friend, Sir William Mather, this sun dial, which, as you know, is a reproduction of a very ancient dial which stands in the quadrangle of Corpus Christi College, a college in which I have had very many dear friends, and which is separated only by a narrow street from Oriel College, to which I myself belong.

This dial will, I hope, stand here for many ages. It will stand here when all of us have been forgotten. Let us hope that it will always be remembered that this dial was the gift of a large-hearted Englishman who loved America as he loves England, and who desired to commemorate, to typify, not only the union of learning and work, but also the union of the hearts of the two peoples.

After Mr. Bryce's address, the President replied, accepting the gift of the sun dial on behalf of the University

### Death of E. H. Cook.

Dr. E. H. Cook, who was at one time president of the N. E. A., died on November 8 at Madison, Wis. He was a graduate of Bowdoin College, class of '66, and served for many years with distinction in the field of education. He organized and was the first principal of the State normal school at West Chester, Pa. Later he became principal of the high school at Columbus, O. While a native of Maine, he was perhaps best known to the teachers of America as a New York State educator. He was principal of the State normal school at Potsdam, N. Y., and also superintendent of schools at Flushing, Long Island. His popularity among schoolmen is evident from the fact that he was president of the State associations of New York and New Jersey, and served also as secretary, director, and president of the N. E. A. He was one of the founders of the *Educational Review*, and formed with Dr. Nicholas Murray Butler, Dr. William H. Maxwell and Dr. Addison B. Poland, the original board of editors. Colgate and St. Lawrence universities granted him honorary degrees in recognition of his services to the school system of the State of New York.



## The Key to Physical Regeneration.

By DR. EMILY NOBLE.

### Talk II. on the Care of the Human Body.\*

The real prevention of disease lies, not so much in fighting bacteria, as in controlling and fortifying the cellular process of body-building against their invasion.

In normal health our blood is always propagating myriads of living warriors called phagocytes, who combine the triple duties of war on invading germs, building and repairing tissue, and helping to dispose of the debris in the blood stream.

Modern scientific experiments prove the human stomach to be a perfect laboratory of deadly poisons!—in the blood and bones can be found phosphorus, in the stomach itself hydrochloric acid and potassium, sulpho-cyanide in the saliva, and yet, in normal health all these combine harmoniously for the constant reconstruction of the human body.

#### RECONSTRUCTION OF THE BODY.

It used to be dimly conceded that the human body changed, or was made over, about once in seven years; we know now that it is changing every moment of time until our last breath ends the process of momentary building up or breaking down. All of Nature's forces are correlated. And the creative and destructive forces (in normal health), are equally active in the human system.

There is no longer any scientific doubt about the cellular reconstruction of the human body.

The microscope proves the body to be composed of uncountable numbers of smaller bodies or cells, myriads of which are in constant activity in body-building.

Each class of cells have functions all their own, not all of which, even in this twentieth century, are fully understood. But there is no longer any doubt that the life of each cell is of very short duration, and that normal health depends on the constant reconstruction of healthy cells, the building of which is governed by the electro-chemic energy—generated by proper oxygenization of the blood—which, circulating in a closed system of tubes, known as arteries, capillaries, and veins, makes a complete circuit of its great thorofare about three times a minute.

#### THE RIVER OF LIFE.

How few of us ever stop to think, or to tell, our children of the marvelous activity of the great life-stream, which in normal health, moves at the rate of about seven miles an hour, always carrying on a double function, conveying energy, vibrant with life principles, from the lungs to every tissue of the body, where it sets up an instantaneous process known as oxidization, and then gathering up waste products with almost inconceivable rapidity, distributes them among their proper organs of excretion on its way back to the lungs for more oxygen.

It rests with ourselves to keep the "river of life" properly supplied with life principles thru atmospheric contact and proper food, and to see that its mysterious channels and byways are kept free from accumulating debris.

#### IRRIGATION, DRAINAGE, AND SEWERAGE.

The all-wise Creator designed for our bodies a more marvelously perfect system of irrigation, drainage, and sewerage, than mortal mind has ever dreamed of, and by which it was intended the waste products of the body should be eliminated, but

which, thru ill-health and sometimes willful neglect, are allowed to accumulate in the system, until they become a fertile source of auto-infection.

#### DIGESTION AND ASSIMILATION.

The blood, in normal health, is constantly supplied with chemical properties, which enter it by the route of digestion and assimilation, and as the body is builded by what we breathe, eat, and drink, a few simple suggestions for the recognition of the chemical qualities of food may not be out of place in this chapter.

#### THE QUESTION OF DIET.

Recently the question of diet has been taken up by the daily papers. The claim is made that most people eat too much. That depends, of course, on what class of people the writers had in mind. One-half the world may be suffering from disturbed digestion due to over-eating, and indulgences of the appetites. The chances are, however, that the other half rarely get enough to eat, especially of properly selected food.

#### INSUFFICIENT FOOD.

Mental and moral degeneracy exists to an alarming extent among public school children, and in industrial centers, where child-labor is tolerated, as a direct result of poverty and insufficient food. Recent available data tend to prove that not less than two million children of school age in the United States alone, are victims of poverty which deny them the common necessities of life. Such statistics bear serious consideration.

#### FULL FOOD VALUE.

But let us return to the question of diet. There are those who have plenty to eat, but even so do not get full value in the way of nutrition for lack of knowledge of the chemical quality of foodstuffs and of our own capacity for assimilation.

It has always been true that "what is one man's meat is another's poison." This is largely a matter of temperament. Certain diets, like certain drugs, have a directly opposite effect on persons of a different or opposite temperament. A lymphatic temperament can stand fasting well, where, on the same regime, a sanguine-bilious temperament would probably develop serious congestive disturbances. The no-breakfast fad suits many people (who probably dine late and well), but whenever I have tried going without breakfast, I get a feeling of headache and exhaustion generally, and then eat too much at the next meal.

In the human body nutrition serves two distinct purposes, which are always in constant activity, renewing the supply of vital energy and the constant reconstruction of cellular tissue.

The three great reservoirs from which the human being draws for existence are air, food, and water. Of these, air, because of its electrical principles, is by far the most important. The better we breathe the more we get of its vital energy for utilizing in our blood the chemical changes of our food products.

"Breath is life." And the difference between right and wrong breathing is as great as between one hundred per cent. and ten per cent.

#### NUTRITION.

Proper nutrition is not wholly possible even with choicest selection of food, unless sufficient oxygen is inspired.

**WATER.**—It is an interesting fact that no matter what our weight may be, its bulk is always (in nor-

\* Talk I appeared in THE SCHOOL JOURNAL last week.

mal health) two-thirds water! Therefore, aside from the water contained in all foodstuffs, we should drink water freely. One to two quarts a day is not too much for people of ordinary health. Always boil and cool water if there is any question as to its purity. The Oriental never tastes "raw" water, which is why, even in this country, John Chinaman always keeps up a goodly supply of weak tea. Water is both a solvent and the distributor and regulator of the heat of the body.

**FAT.**—Twenty per cent. of our diet should be fat (carbon). Fat is rapidly oxidized, and generates much energy when sufficiently balanced by oxygen. Animal fats, milk, butter, oil, and other carbonaceous foods, such as sugar, starch, fruits, etc., are highly nutritious, easily digested, and absorbed by a healthy stomach and very valuable in wasting diseases.

**PROTEINS.**—Proteins have both animal and vegetable origin. Their uses in the process of body-building are to restore the waste of tissues that absorb nitrogen, such as brain, nerves, and muscles. They constitute such nitrogen as are found in all kinds of animal food, also milk, eggs, pulse, beans, and grains.

The process of digestion of the proteins is, up to date, best explained by the distinguished scientist, Pawlow, who says, "The secretion of the stomach so important to the digestion of protein food, is chiefly of *psychical* origin, *i. e.*, it is due to memories, to associations, to the sight, smell, and taste of food. The sensation of appetite, the desire for eating, with the pleasure obtained from eating, are

derived from the secretion of gastric juices. If these psychical factors have determined a flow of gastric juice, the individual is hungry, desirous of eating, and so, whenever appetite is present, we may feel sure the stomach is secreting its digestive fluids. There are, however, other factors which contribute to the production of gastric juices. One of these is the act of mastication, which appears to regulate the amount of juice secreted. The *longer we chew* the greater amount of gastric juice secreted, while the man who bolts his food hurriedly, will curtail his secretion of gastric juice."

#### MASTICATION.

Proper mastication is a great factor in enjoying and properly digesting food. Pawlow's experiments prove that the gastric juices adapt themselves to whatever is being eaten. For example, if the diet were almost exclusively of proteids, much pepsin would be necessary for its proper assimilation, and the gastric juices would supply extra pepsin, "while a diet rich in starch or fat is attended by the secretion of a gastric juice relatively poor in pepsin."

#### DIETARY.

In selecting a dietary for themselves, my readers would do well to avoid extremes and fads, and study their individual needs, tastes, temperament, and environment. We live in an electrical era, and it is not too much to assume that the highest vibration of electricity in this sphere is human life, and that all the electricity we need is held for us in atmospheric vibration for our in-breathing.

## Dr. Balliet on Business Arithmetic in the Grammar School.

Children should be taught in grammar schools to avoid wild-cat mining and rubber plantation schemes and unsafe insurance companies, was the opinion expressed by Thomas M. Balliet, Dean of the School of Pedagogy of New York University, in an address before the Brooklyn Institute on November 13. Dr. Balliet, in discussing "Business Arithmetic in Grammar Schools," said in part:

It is necessary that everybody be able to figure out what interest he is getting from his investment if he buys stocks or bonds at a certain quotation. Beyond this, drill in making calculations is waste of time. The instruction should aim to make clear the difference between stocks and bonds, avoiding needless details. It has not been found difficult to make children understand the relative degree of safety of stocks and bonds in the same corporation. They can be made to see that a high rate of dividend or interest usually means risk of capital and a low rate means safety. This lesson alone is an invaluable one for the masses of people to learn. Many poor people have lost their all by allowing promoting agents of copper mines, rubber plantations and other schemes to induce them to take their money out of savings banks where it brought them four per cent., to invest it in uncertain ventures which promised ten or twenty per cent. No other single lesson in finance would do more to spread sane conceptions of investments than this.

Insurance should be explained to children. It should be made clear why a man cannot afford to carry his own fire risks, if he owns a house. Life insurance is too complicated to be explained to young pupils, but they can be cautioned against insurance in unsafe societies or companies, in which poor people have lost probably millions of dollars. In teaching bank discount, the functions of a bank as a money lending institution and an institution where money may be safely placed

on deposit, should be made clear to children. Expertness in calculation is again largely a waste of time. Compound interest should be taught only to explain the nature of savings banks and to interest children in saving their money. School savings banks should be organized in every school, and the money deposited at regular periods in actual savings banks.

In teaching taxes, all the principal municipal, or town expenditures should be discussed in class, the relative amount and use of each; how property is assessed and how taxes are levied, so that each person pays his share, should be made clear. Expertness in calculating is of secondary importance. In like manner, customs duties and other sources of income and the chief expenditures of the national government should be discussed or explained. The meaning of a tariff, both protective and revenue, should be made clear. Every pupil ought to know the meaning of the word "tariff" before he leaves the elementary schools. This is far more practical instruction in civics and citizenship than the teaching of the national constitution.

It is needless to say that accuracy in the four fundamental rules is absolutely necessary as a foundation. Readiness in calculating the interest on a promissory note and in figuring out commercial discounts is also important. Beyond this, the elementary school should not aim to make children expert in calculation in these commercial subjects. In a commercial high school this is necessary. In the elementary school the emphasis should be laid on the nature of the business operation involved. Taught in the usual way, with the whole emphasis on securing readiness in calculation, it is largely a waste of time. The methods of calculation in real business are not usually the methods taught in school; and if they were, children would forget them before they need them.



## Outline of United States History.

By JAMES H. HARRIS, Director of Grammar Grades, Minneapolis, Minn.

Period I. The Period of Discovery and Exploration; or How Europe Found a New World. (1492-1600.)

### The Norsemen.

Preliminary to the consideration of this period, it may be well to give brief attention to the discovery and visits of the Northmen, or Norsemen. As these visits resulted in nothing of permanent value, the discovery of America by the Norsemen, while a picturesque historical event, is, as Professor Woodburn says, "a matter of no practical importance." It is sufficient to remember that about the year 1000, Leif Ericson, the son of Eric, is said to have sailed from Norway with about thirty-five men, and after touching Iceland and Greenland, to have proceeded southwest to the coast of Labrador. Thence he skirted along the coast to the south, and spent the winter at some point of which we have no certain knowledge. The place was named "Vinland" because of the abundance of wild grapes which they found there. Other settlers came, and a colony was founded, but it lasted but a short time. According to some authorities this "Vinland" colony was somewhere on the coast of what is now Massachusetts or Rhode Island, while other authorities believe that the settlement was either on Cape Breton Island or Nova Scotia. No trace of the settlement has been found; it was soon forgotten, and it is altogether improbable that the men of the Middle Ages knew anything of it. It is an isolated historical episode, interesting as an adventure, but without result or consequence.

### The Real Discovery.

The real discovery of America was made by Columbus in 1492, nearly five hundred years after the voyage of Leif Ericson. What were the conditions and causes which led to this discovery? We may seek these causes in two sources—the first, general, the second, specific; altho, as a matter of analysis, the specific causes were the direct outgrowth of the general. This general cause or condition was the Renaissance (the Revival of Learning), that remarkable outburst of, and enthusiasm for, learning, which spread from Italy all over Europe in the fourteenth and fifteenth centuries. As a result of this "new birth," men's minds were quickened, their ideas broadened, their lethargy overcome and new energy awakened. Naturally enough this awakened activity manifested itself in a variety of ways—in commerce, in trade, in industry, in exploration, in discovery, and in invention. Gunpowder was introduced, the mariner's compass was perfected, printing was invented. These, in their turn, gave a fresh impetus to the spirit of the time. Men were eager, alert, adventurous. One of the forms which this activity took was the search for a new trade route to the East. For a long time Europe had carried on an extensive and extremely profitable trade with Eastern Asia and India. From there were brought silks, spices, precious stones, perfumes, and other valuable products.

There were three trade routes to the East. One from Genoa via Constantinople, across the Black and Caspian seas; a second from Venice thru the Red Sea and the Indian Ocean; the third from Antioch, in Asia Minor, across Syria, down the Euphrates Valley, and across the Persian Gulf to India.

In 1453 Constantinople was captured by the Turks, and the route from Genoa was blocked to the traders of that city. The other routes were in danger from the same source. It became pressing, therefore, that a new route should

be discovered, and the search for it was correspondingly stimulated. This search for a new trade route to the East was, as Professor Woodburn expresses it, "the great commercial and geographical problem of the fifteenth century." The capture of Constantinople by the Turks intensified the problem. The discovery of America was the direct outgrowth of this quest.

Two routes were under consideration. One was the result of the belief that a new route to India could be discovered by way of the west coast of Africa. This theory was held by Prince Henry of Portugal and other Portuguese navigators, and their efforts were expended in demonstrating their theory. In 1434 Portuguese sailors sailed past Cape Bojador, and from that time they kept venturing farther and farther down the coast, until in 1486 Bartholomew Dias rounded the Cape of Storms, or, as the King of Portugal named it in his enthusiasm over the event, the Cape of Good Hope. But it was not until 1497 that the Portuguese finally demonstrated the soundness of their view, and in that year and the succeeding one, Vasco da Gama, another Portuguese navigator, at last reached India.

The other theory was that the East could be reached by sailing west. This theory was the one held by Columbus, and was based on his belief that the earth was round. This view was not original with Columbus, as it had been held by many before his time and by a few of the scientific men of his own day. The great mass of people, however, educated as well as uneducated, held to the view that the earth was flat. After years of discouragement and failure, the persistent faith of Columbus was rewarded, and under the patronage of Isabella and Ferdinand of Spain, he made the celebrated voyage which resulted in the discovery of a *New World*.

From a causal point of view, then, we have something like the following sequence: First, as a general cause or condition, the Renaissance, or Revival of Learning. The general result of this revival was a quickening of men's minds and activities in all directions—scholarship, trade, geography, invention, discovery, industry. One of the channels into which this general activity flowed was the search for a new trade route to Eastern Asia. This search was accelerated by the capture of Constantinople by the Turks in 1453, thereby cutting off one of the principal routes. Increased knowledge of, and skill in, navigation, as well as enlarging and changing geographical knowledge, led to the view that Eastern Asia could be reached by an ocean route. The two routes that appealed to the navigators of that day were, one *via* the western coast of Africa, the other directly to the west, based on the assumption that the earth is round. The discovery of America was the direct result of the attempt to demonstrate the second theory.

These causes, remote and immediate, may be expressed in skeleton form somewhat as follows:

#### General Cause.

1. General intellectual awakening.
2. Industrial activity; gunpowder introduced, printing invented, mariner's compass perfected.
3. Commercial activity, new trade routes.

#### Specific Cause.

The Search for a New Trade Route to the East.

1. The interest of Europe in the East.

The Renaissance.



- (a) Travels of Marco Polo (1290).
- (b) Voyages of Sir John Mandeville.
- (c) Source for silks, precious stones, etc.
2. The existing routes.
  - (a) From Genoa *via* Black Sea and Caspian.
  - (b) From Venice *via* Red Sea and Indian Ocean.
  - (c) From Antioch *via* Persian Gulf and Euphrates Valley.
3. Rivalry between Genoa and Venice.
4. Constantinople falls into hands of Turks in 1453, cutting off the Genoese route.
5. Spain and Portugal most zealous seekers for new route.
6. Influence of new awakening on knowledge of geography.
7. Portugal seeks route around Africa.
8. Prince Henry the Navigator. Vasco da Gama (1497) sails around Africa.
9. Columbus, believing earth is round, would find East by sailing to the west.
10. Columbus makes voyage in search of the East.
11. America discovered, 1492.

#### Story of Columbus and His First Voyage to America.

1. Brief sketch of the life of Columbus.
2. His belief that the earth is round, and that, in consequence, he could reach India by sailing west.
3. The Toscanelli map. The mistake as to the size of the earth and the distance of India from Western Europe. Why this mistake was a fortunate one.
4. Columbus's struggles to make good his theory. His faith, courage, persistence.
5. Columbus in Spain. Early discouragements. Fall of Granada and final overthrow of the Moors. Influence of this event upon the attitude of Ferdinand and Isabella.
6. Columbus and the Prior near Palos. How the Prior helped.
7. Success at last crowns his efforts. The fleet, and the departure from Palos, August 3, 1492. The voyage.
8. The landing on one of the Bahama Islands, October 12, 1492.

#### Columbus's Other Voyages.

These need be touched only briefly. The third voyage should be noted as the one in which he reached the mainland of South America.

Columbus's ignorance of what he had really discovered.

Why he called the natives Indians.

His later years and death.

#### How America Received Its Name.

Amerigo Vespucci (Americus Vespucius)—his voyages and discoveries. His account of them. Waldseemüller and his connection with the naming of the new continent.

#### Other Spanish Discoverers and Explorers.

- 1513.—Ponce de Leon discovers and names Florida.
- 1513.—Balboa discovers the Pacific Ocean.
- 1519-21.—Cortez conquers Mexico.
- 1519-21.—Magellan circumnavigates the earth.
- 1528.—Narvaez explores southern part of United States.
- 1540.—Coronado and his expedition thru the southwestern part of the United States.
- 1541.—De Soto discovers the Mississippi River.
- 1565.—St. Augustine settled.
- 1582.—Santa Fe, New Mexico, settled.

It will be noted that the result of the various discoveries and explorations of the Spaniards was to establish her claim to the southern part of North America (Mexico) and to what is now the southern and southwestern part of the United States.

#### Spain's Competitors.

1. England.
  - (a) The voyages of the Cabots (1497-1498). Importance of these voyages. What claim rested upon them?
  - (b) Later English navigators and explorers: Davis, Frobisher, Drake, Gilbert, Raleigh. What were Davis and Frobisher seeking? The voyage of Sir Francis Drake. The ill-fated Gilbert. Raleigh and his attempts at colonization.

#### 2. France.

Verrazano—1524.

Cartier—1534.

What part of the New World did Verrazano touch?

Cartier's voyage, and the claim based upon it.

The French Huguenots and their unfortunate experience in Florida.

It will be noted that France did very little in the way of discovery or exploration in the sixteenth century. Apart from the work of Cartier on which rested France's claim to the territory drained by the St. Lawrence River, she may be said to have done practically nothing.

#### Summary of Results up to the Year 1600.

1. Only two colonies in what is now the United States. St. Augustine and Santa Fe.
2. Spain claims the West Indies, Mexico, and the southern part of what is now the United States.

#### Upon what Discoveries were these Claims Based.

3. England claims North America, or at least all the central Atlantic seaboard, by virtue of the discovery of the Cabots.

4. France claims the territory adjacent to the St. Lawrence River by virtue of Cartier's discoveries and explorations.

The following additional results are indicated by President Woodrow Wilson in his "History of the American People," Vol. I., page 32.

1. The Atlantic Ocean had been cleared of its dread mystery in the course of this period. Navigators and sailors were no longer fearful of venturing upon its waters.

2. The rotundity of the earth had been demonstrated beyond cavil by the voyages of Magellan and Drake.

3. Both a northern and a southern route across the Atlantic to the new continent had become familiar to navigators. There was a well-established route to Brazil, and another to Newfoundland, which was well known as a fishing and fur-trading center.

4. The coast of North America was partly charted.

5. The age of mere adventure was practically past. It was coming to be realized that the settlement and development of the New World was not merely a romantic adventure, a holiday excursion for gold and precious metals, but a very practical and prosaic piece of work.

#### Essential Dates From 1492 to 1600.

- 1492.—Columbus discovers America.
- 1497.—Cabot discovers North America.
- 1513.—Ponce de Leon discovers Florida. Balboa discovers the Pacific Ocean.
- 1519-21.—Magellan circumnavigates the earth.
- 1534.—Cartier explores St. Lawrence River.
- 1541.—De Soto discovers the Mississippi River.
- 1565.—St. Augustine founded.
- 1577-80.—Drake circumnavigates the earth.
- 1582.—Santa Fe settled.
- 1588.—Spanish Armada defeated.

## Composition in the Elementary School.

By HARRIET E. PEET, State Normal School at Salem, Mass.

### A Study in Chivalry.

For Seventh and Eighth Grades.

*Bibliography.*—Harding's History of the Middle Ages; Myer's Medieval History; Lanier's The Boy's King Arthur; Tennyson's Gareth and Lynette; King Arthur and His Court, by Frances Munro Greene; Book of King Arthur and His Noble Knights, by Mary MacLeod; Miss Radford's King Arthur and His Knights; Howard Pyle's King Arthur.

When a boy or girl reaches the age of thirteen or fourteen, he or she is likely to become interested in etiquette and the refinements of social intercourse in much the way that our ancestors did in the days of chivalry. One of the best ways of aiding a child in this period is to carry him thru some of the literature of the olden time, choosing that which will enable him to broaden out his over-critical spirit with the high ideals of honor and courtesy that were the ennobling product of chivalry.

It is, however, difficult to find just the right material. "Ivanhoe" is too much encumbered by descriptions to be really practical with the average seventh or eighth grade. Most of the "Idyls of the King," and the majority of the other versions of the King Arthur stories, either contain an element of love and romance, or they depict an ascetic view of life, both of which we must avoid. There is, however, one tale which runs thru the different versions of the story which fits our purpose very well. In "Gareth and Lynette" we have not only a hero who perseveres in his task and who never swerves from the highest ideal of courtesy, but a description of King Arthur's Court before sin had crept in to corrupt its knightly honor. The story is, further, simple and dramatic enough to interest the children.

The best version of the story, as a story, is found in Sidney Lanier's "The Boy King Arthur," but the book is published only in an expensive edition. Tennyson is more accessible, and has, of course, the advantage of poetic diction. If it is used with the class, the children will have to be assisted in their first reading of it. The other versions are too childish for the average class.

Before beginning the work on "Gareth and Lynette," it will be necessary to give the children, as a background, some idea of chivalry and of the story of King Arthur and his Court. If the class has library facilities its members should spend a day or two looking up different topics connected with the subjects. If the class has not been trained to use a library, the teacher may enlarge somewhat on the following brief descriptions, and let the children each choose one of the topics and report upon it as fully as possible the next day.

#### CHIVALRY.

After the death of the great King Charlemagne, who ruled in France in the eighth century, the kings were weak, and the nobles found it necessary to fortify themselves against the Vikings who raided them from the north, and the Moors who waged war upon them from the south. The nobles built strong castles into which, in time of war, the people from the surrounding country might retreat. In return for this protection the people gave up their independence, and became what was called vassals to the lords of the castles. It was the duty of the vassal to guard the castle and fight in battle for the lord or baron. The baron in turn had to protect his vassals, and with them do homage to the King.

The life of the country centered about the castle. Out of this life grew what was called Chivalry. The barons formed a noble order of knighthood. In order to belong to

this order a nobleman had to prove himself loyal, good, brave, just, generous, and gentle. He had to promise to defend the Church, protect women and redress wrongs of the widow, the orphan, and the poor. The sentiment which prompted a man to lead such a life was called Chivalry. The order of knighthood and the tournament were called institutions of Chivalry.

#### THE FEUDAL CASTLE.

The barons usually built their castles on a steep hill, and then further defended themselves from their enemies by building a strong wall protected with watch towers. Outside of the wall was a deep ditch filled with water, called a moat, and outside of that a palisade of sharpened stakes. The entrance to the castle yard was approached by a bridge which crossed the moat. This could be drawn up. At the gateway was a heavy door of spikes which could be lowered upon an enemy from above. Within the courtyard were kitchens, store-rooms, a place for the villagers and their cattle, a chapel, and stables, and the keep or the castle proper.

The castle or keep, was usually many stories high. Its walls were from ten to twenty feet thick, and its windows small. The first floor was occupied by soldiers who guarded the castle entrance. Under the first floor were the windowless dungeons, where prisoners were kept. The second floor contained the great hall of the castle, and was occupied by the baron himself. The third was used by his family.

#### THE TRAINING OF A KNIGHT.

Before a noble youth could become a knight, he had first to learn to be courteous and gentle, to serve without murmuring, to manage a horse and arms skilfully, and to be brave in battle. At the age of seven he became a page and served a noble lady from whom he learned the etiquette of chivalry and many courteous ways. At fourteen he became an attendant to a knight. This was to teach him how to serve. It was his duty to keep his master's weapons and armor polished, and to ride with him into battle and to the tournaments. When in battle, he was expected to keep near his lord and render him whatever aid that he could. He spent much of his time in the practice of riding, and in the use of arms. At the age of twenty-one, if he had proved himself worthy, he was formally knighted with ceremony and festivities.

#### A KNIGHT'S VOWS.

At the age of twenty-one the young squire took his vows and became a knight. He had first to confess his sins and spend a night in prayer. The next morning, after bathing himself as a sign of purification, and donning costly robes, he went to church, where he took a vow promising to defend the Church, to protect women, and to redress the wrongs of all suffering people. A belt of gold was then clasped about him, and golden spurs were fastened to his heels. He then knelt before the king or some great nobleman, who completed the ceremony by striking him on the shoulder with the flat of his sword, saying, "Sir Knight, arise."

#### THE OLD TIME TOURNAMENT.

A favorite pastime with the knights of olden times was the tournament or joust. These were mock-battles held in a place called the lists, somewhat resembling a modern athletic field. About an open oval space were tiers of seats for spectators. The knights in armor, riding splendid horses gaily caparisoned, charged at each other, and amidst the applause of the spectators endeavored to unhorse each other.

First came the single combats. Two knights rode to the far ends of the lists and reined their horses exactly opposite to each other. Here, with long spears held "in rest," they waited for the signal to begin. When that came they hurled themselves together into the center of the lists, each bent on unhorsing his opponent. The winner was greeted with loud applause, and allowed to choose another antagonist.

The one who could unhorse the greatest number for the day was given a prize.

After the single combats came the combat between the knights in companies. The knights formed lines at the opposite ends of the field, and rushed together in the center with a dash of arms that made the earth tremble. The victors were richly rewarded.

#### THE KING ARTHUR STORIES.

About a thousand years before the printing press was invented, and during the time that people still believed in magic, there lived in England a king who was a hero and about whom many wonderful tales were told. These tales were half true, half imaginary, but all were interesting. In the twelfth century a priest collected these tales and wrote them in Latin. Later, in 1470, Sir Thomas Malory wrote them in English. This version of the stories called the *Morte D'Arthur*, is not only interesting of itself, but because it is the first book written in English which we enjoy reading to-day without special study.

The hero of these tales was called Arthur. According to the stories that are told, he was the first king to gather a group of noble knights around him, drive out the heathen from the land, clear the wilderness, and unite the people into one kingdom. In Tennyson's version of the story King Arthur tells of this and the vow taken by his knights.

But I was the first of all the kings who drew  
The knighthood-errant of this realm and all  
The realms together under me, their Head,  
In that fair Order of my Table Round,  
A glorious company, the flower of men,  
To serve as model for the mighty world,  
And to be the fair beginning of a time.  
I made them lay their hands in mine and swear  
To reverence the king, as if he were  
Their conscience, and their conscience as their king,  
To break the heathen and uphold the Christ,  
To ride abroad redressing human wrongs,  
To speak no slander, no, nor listen to it,  
To honor his own words as if his God's,  
To lead sweet lives in purest chastity.

TENNYSON.

The tale of his magic birth may be found in Tennyson's "The Coming of Arthur," from lines 359-394. A good version of how Arthur came to his kingdom may be found in the opening chapters of the "Boy's King Arthur," also the story of Excalibur, that sword which was

"Wrought by the maiden of the lake,  
Nine years she wrought it, sitting in the deeps  
Upon hidden bases of the hills."

#### THE TABLE ROUND.

When Arthur made the daughter of a neighboring king his queen, the king, her father, sent a gift to Arthur—the Table Round and a hundred knights. This table was built by Merlin, and was so constructed that whenever a worthy knight was seated in his appropriate place his name appeared on the table in letters of gold, thus proving to all his right to the great honor conferred upon him. Among the seats was one called the *Siege Perilous*, which for many years waited for one who was pure in life and thought, and who was willing "to lose his life in order to gain it." It was not easy to win a seat at the Round Table. It was considered a great honor to do so. The knights who proved worthy of such seats were called the *Knights of the Round Table*.

With these things in mind as a background the children will be ready to begin work on "Gareth and Lynette." To secure the best results it is well to have the class first get the complete story in mind. This may be done in any one of these three ways: The teacher may tell the story, reading only the most dramatic passages from Tennyson or Lanier; she may have the class read from some child's version of the story, such as Mrs. MacLeod's, Mrs. Greene's, or Miss Radford's; or she may use

these childish versions and supplement them by the most telling passages from Tennyson.

After the first reading of the story must come the organization of material in preparation for the composition work. The class will want to talk the story over and decide which parts would serve as good material for dramatic scenes, which make complete stories by themselves, and which are adapted to descriptions in verse or prose; and then, before the individual members of the class begin self-chosen tasks in composition work, the class will want to study a section or two of the story in detail, and then work together on a paper or two. A composition composed and criticised by the different members of the class as the teacher writes at the board, will give the children not only the necessary technique for the work, but it will give them an impulse to write.

The motive which will control the children in their written work will be a desire to compose something entertaining for their classmates, or, better still, if the class has a general assembly before whom the best papers can be read, for the whole school. To insure, further, a serious attitude toward the work, allow the children to write only two or three paragraphs of their papers for the first day, and have these read to the class for suggestions. The children will make very helpful criticisms of each other's work, and of an order which will be taken home far better than those coming from an adult. With this process the children will soon learn, among other things, to write for their audience, and too, that it is quality and not quantity that counts.

#### Class Compositions.

The following compositions were written recently by a seventh and eighth grade class. We had, in all, twelve forty-minute periods in which to cover the entire field outlined above. The work in blank verse was preceded by some scanning. The dramatization was preceded by a careful reading of Tennyson of the section chosen to be dramatized. The scenes produced by the different members of the class made a complete story, altho there was no attempt, owing to the limitations of time, to organize them into a drama.

The following verse was written by an eighth grade boy:—

#### HOW ARTHUR CAME BY HIS GOOD SWORD, EXCALIBUR.

King Arthur gazed into the shimmering deeps  
Of misty waters lapping on the shore,  
And in his heart there came a longing for  
A sword. Wise Merlin bade him look upon  
The lake. An arm uprose. Within its grasp  
It held a sword of wondrous beauty rare.  
Then o'er the lake, from out a mystic haze,  
There came a fairy, silvery maid, who said  
To Arthur standing on the rugged shore,  
"I am the Lady of the Lake. The sword,  
You see, is mine; but take it for thine own."  
And Arthur bent himself upon the oars  
Of a fair barge,—by magic it appeared—  
And rowed across the sea unto the sword  
Upraised, then seized it from the arm so still  
Which straightway sank into the rippling lake.  
King Arthur drew, from out the scabbard bright,  
The magic sword, which dazzled his fair eyes.  
Upon one side he found these words engraved,  
"Take me." While on the other he descried,  
"Cast me away." When Arthur read these words,  
Into his eyes a light of sadness came.  
But Merlin said, "The time to cast away  
Is still far off. Take thou the gleaming sword."  
Thus to Arthur came the sword Excalibur.



## GARETH RESCUES A BARON FROM SIX KNAVES.

SCENE. A Forest.

Characters: Baron, Gareth, Lynette, servant, six knaves.

*Servant of the Baron:* Come, knaves are pursuing my lord, and will throw him into the mire!

*Gareth:* Where is he? Let me—

*Lynette (interrupting):* Thou, a kitchen knave?

*Gareth:* Let me go and rescue thy master, in the name of the good King Arthur.

[Baron pursued by six knaves, enters and is rescued by, Gareth.]

*Baron:* Ask what thou wilt, and willingly will I give it to thee, for if it had not been for thee I should have been thrown into the mire.

*Gareth:* Nay, my Lord Baron, I need no reward. I have done this only in obedience to the king. But wilt thou give this fair damsel harborage?

*Baron:* Truly, I believe you are one of King Arthur's Table, and—

*Lynette (interrupting):* Truly, one of King Arthur's kitchen knaves! Come not near. I smell the kitchen still. But, my Lord Baron, wilt thou give us harborage?

*Baron:* The sun is yet high. Abide here awhile.

[They prepare to eat. Gareth sits near Lynette.]

*Lynette:* Methinks it quite an insult to put a lady by a kitchen knave. This morn I went unto King Arthur and prayed him to give me his brave Sir Launcelot to rescue my sister, Lyonors, from the four brothers who guard the Castle Perilous. Be-

fore the king could speak, this boy, this kitchen knave bawled out—"The quest is mine, O King, thy kitchen knave's." Then the king said, "Go thou." So this boy set out to redress women's wrongs—or sit beside a noble gentlelady with the smell of the grease still distinct!

## THE COMBAT OF GARETH WITH MORNING STAR.

SCENE: A country road with bushes and trees on the further side. A river and a bridge are seen in the distance.

Characters: Gareth, Lynette, Morning Star, a traitorous knight.

*Lynette:* A good stroke, kitchen page!

[Gareth and Morning Star enter, fighting. Morning Star is thrown.]

*Morning Star:* Take not my life, kitchen knight, I yield.

*Gareth:* And this damsel ask it of me; then readily will I spare it.

*Lynette (reddening):* Insolent knave, think ye that I would be beholden to thee for a favor!

*Gareth (unlacing Morning Star's helmet):* Then his blood be upon thee.

*Lynette:* Be not so bold, kitchen knave, as to take the life of one so much better than thyself.

*Gareth:* Oh, damsel, know now that my lineage is better than thine, and better by far than this knight's, yet his life is his. (To Morning Star.) Go thou to Arthur's Court and beg forgiveness for thy misdeeds. I myself will be thy witness when I return.

*Lynette:* As if thy saying would have any weight with the king, insolent knave! scullion!



Yeatman High School at St. Louis, Mo.

## "Midsummer Night's Dream."

By W. G. HARVEY.

This work belongs to that period when Shakespeare's dramatic art was steadily ascending, and it was probably written in 1595, tho not published till the year in which the British East India Company received its charter. The author had received Royal favor and patronage from "Queen Bess," and he pays her a compliment in Act II., Scene 1, line 157, where he speaks of her as "A fair vestal throned by the West." The whole play truly can be characterized as an airy and graceful comedy. He shows here, in a wonderful allegory, the errors of blind, unreasoning love, which carries man into a dreamy state, devoid of reflection.

As in "The Tempest," we find fairies (Puck, Oberon, Titania, etc.) introduced, who play the principal part in the action of this play, which is the only one of all that Shakespeare wrote which is at all suitable for performance as a pantomime. The language is picturesque, florid, and intensely descriptive, and alliterative, doggerel passages and the old mythology are in evidence.

Whereas "As You Like It" is a half dream, "A Midsummer Night's Dream" is wholly one. That Shakespeare intended the whole of this wonderfully beautiful comedy to be but the mere representation of a dream is intimated by him in the words:

If we shadows have offended,  
Think but this and all is mended:  
That you have but slumbered here  
While these visions did appear.  
And this weak and idle theme,  
No more yielding, but a dream,  
Gentles, do not reprehend.

He does not, however, mean it to be a heavy, melancholy dream, such as might be produced by the dull, cold spirit of winter, for he calls it "A Midsummer Night's Dream," which is full of fancy and yearning.

There are no staid or thoroly consistent characters in the play, but all are either full of feeling and imagination, full of self-will or caprice, or like Bottom and his fellow-mechanics, full of grotesque

folly. The scene is buried in the far-off mist of fabulous antiquity, and the reader is carried back to the time of Theseus, Duke of Athens, who is getting ready for his marriage with the beautiful Queen of the Amazons. The style fills the mind with beautiful, tho strange, visions, and the elfins carry the comedy into fairyland.

Love, the poetry of life, is of course the theme, but the play is full of fun and frolic and of waywardness and caprice. The principal activities of life are made to parody one another mutually in mirthful irony.

It is impossible to write a description of any one character, as we can that of Bolingbroke in "Richard II.," but a critic on this comedy must of necessity contain a description of Shakespeare's fairies. The kingdom of the fairy beings is placed in the spice-producing Indies—in the land where, owing to the climate, the inhabitants live in a half dreamy state. Swiftly and invisibly these fairies encircle the earth; they avoid sunlight and seek darkness; they love to dance in the glorious moonlight, and they delight in the very seasons of dreams, dusk, and twilight. They send and bring dreams to mortals.

The poet depicts them as beings without delicate feeling and without morality. Careless and unscrupulous, these elfins tempt mortals to infidelity; they feel no sympathy for the deep affliction of the lovers, but rather take a delight over their mistakes and foolish demeanor.

Shakespeare further depicts his fairies as beings of no very high intellectual development—reflection is not expected of them. Their influence over the minds of mortals is not spiritual, but purely material. When Titania awakes from her vision, there is no reflection, and she says, "Methought I was enamored of an ass," and again, "Oh, how mine eyes do hate this visage now." She is only affected by the actual and visible. These elfins lead a luxurious, merry life, given up to the pleasure of the senses. The sense of the beautiful is refined in them, and their great desire is for undisturbed enjoyment.

## Diversions for the Latin Class.

(TO BE ACTED BY PUPILS.)

By B. ORANGE.

### Pyramus et Thisbe. PERSONAE DRAMATIS

PYRAMUS.

THISBE.

LION.

#### SCENE I.

*Interior of Pyramus's and Thisbe's respective houses, divided by a screen down the middle.*

*Pyramus is discovered alone on one side of the screen.*

PYRAMUS.

Thisbe!

Thisbe! Cur cessas, crudelis?

(No answer.)

(He turns sadly away.)

Quam duros parentes se praebent qui nostras nuptias vetent! Sed omnia vincit Amor. Per hanc rimam parietis, nullo conscio, cotidie colloquimur.

(Looks through chink.)

Videone Thisben annon?

THISBE.

Eccam me, Pyrame!

PYRAMUS.

Salve, o mea expectata Thisbe!

THISBE.

Ut vales?

PYRAMUS.

Salvam te advenire gaudeo, sed tres horas te hic expecto! Quid agebas?

THISBE.

Non potui matrem fallere: coacta sum lanam deducere.

PYRAMUS.

O facinus indignum!

THISBE (piously).

Aequam rebus in arduis men tem servo!

PYRAMUS.

O matre pulchra filia pulchrior, visne ad sepulchrum Nini hora prima noctis convenire? Inde una fugere poterimus.

THISBE.

Sane volo; sed cavendum erit ne quis nos videat!

PYRAMUS.

Certe; iam nunc patrem meum advenientem audio; fac ut adsis. Vale!

(They withdraw from the screen.)

## SCENE II.

*The Tomb of Ninus.**Enter Thisbe alone. She looks about.*

THISBE.

Hic tumulus Nini; sed ubi est meus Pyramus?  
 Prior, videlicet, venio. Sub hac arbore opaca  
 sedebo.

*(She sits beneath a tree, waiting. After a  
 moment a roaring is heard outside.)*

THISBE.

Quid video? Ecce leo saevus! Disperii!

*(Runs away, leaving her cloak on the  
 ground. The lion enters and mounds  
 the mantle, and then exit, leaving it on  
 the ground.)*

*Enter Pyramus running. He stops, out  
 of breath, and looks all round.*

PYRAMUS.

Verebar ne sero venturus essem; bene evenit ut  
 mea Thisbe nondum adsit.

*(Sits down for a moment, and then rises  
 impatiently and walks up and down.)*

Quamdiu moratur! Fortasse non veniet; va-  
 rium et mutabile semper jemina!

*(Catches sight of Thisbe's cloak.)*

Sed quid hoc? Nonne vestis Thisbes?

*(Examines it and discloses a rent.)*

Et lacerata quidem a fera quadam! Ei mihi!  
 Puella mortua est, non est dubium! Quid  
 agam? Eam persequar ad inferos!

*(Draws his sword.)*

Sic, sic iuvat ire sub umbras!

*(Stabs himself.)*

Formosa, vale, vale!

*(Dies.)*

*Re-enter Thisbe.*

THISBE.

Cur tamdiu moraris, Pyrame? Tua Thisbe iam-  
 pridem te expectat.

*(Catches sight of Pyramus's body.)*

Me miseram! Hunc ego te, Pyrame, aspicio?  
 O rem infandam, crudelem!

*(Kneels beside him weeping.)*

Quis te mihi casus ademit? Num tibi mortem  
 conscivisti? Esto; te sequar. Numquam sine  
 te vivere possim.

*(Stabs herself and dies.)*

## The Chances of Winning.

[Wilkesbarre Leader.]

A Chicago professor wants to lecture to school  
 children on the law of chance.

He wants to educate the child so that it will see  
 the folly in the prize package, the slot machine, and  
 so that when it grows up it will be armed against  
 the allurements of the bookmaker and the roulette  
 wheel.

He wants to make it clear to the child that the  
 odds are all the wrong way.

He wants to demonstrate to the child's positive  
 conviction that the only man who wins is the man  
 who runs the game.

Most men don't believe this.

Or, if they do believe it, they take a chance.

We know a young fellow who watched the play at  
 a roulette table for the first time, and figured out a  
 sure system in five minutes. Ten minutes later his  
 \$60 was gone. This wheel was crooked. But even  
 if it had been straight, and the young man had kept  
 on playing, in the end he would have lost his \$60  
 just the same.

If the Chicago professor is not given his youthful  
 audience, he ought to be able to get a fairly large  
 class of grown-ups in this city.



Baths in the Jefferson School of St. Louis, Mo.



# Public Opinion Concerning Education

As Reflected in the Newspapers.

## Women's Education.

[Boston Morning Herald.]

The dominant note in the convention of college educated women, held in Boston during the past week, has been conservative rather than radical. The speakers have emphasized the need of holding fast to the cultural ideal and of training for service in home and in state, rather than making most important the merely scholastic and utilitarian ends of life. It is apparent that in women's, as in men's colleges there is a reaction in favor of the humanities. Cogent arguments have not been lacking, which are valid, showing why a few college trained women should emphasize the acquisitive, intellectual, and scholastic points of view, and prove that woman has capacity for accurate, thoro investigation; but the major emphasis has been upon a training which will improve the race of mothers and supply servants of society—using that word in its best sense—who have spiritual and ethical ideals.

## The Rod and the Child.

[Milwaukee Wisconsin.]

Forty-nine principals out of eighty-four in the public schools of New York City, have expressed themselves in favor of the restoration of corporal punishment.

In the old City of New York, now the Borough of Manhattan, the rod was banished in 1870, and in the other four boroughs in 1892. Complaints of unruly conduct extending to the application of vile names to teachers and a general defiance of the ordinary rules of decency are now rife. What is incompetent under the present rules where pupils are insubordinate is set forth as follows:

The present methods of discipline, which many think are ineffective, provide for little except suspension and suasion. If a boy is defiant of all rules and continually rebels, the teacher may report him to the principal, who in turn may suspend him and refer his case to the district superintendent, who may again suspend, and must within five days justify his course before the City Superintendent. In other words, teacher, principal, and district superintendent go on trial in rotation with the young culprit. The City Superintendent may at last discharge the offender, transfer him to another school or expel him from the schools. Here the Compulsory Education law takes hold and the refractory pupil is proceeded against for being absent from the class from which he has been dismissed, and may then be taken to a truant school. There is an unofficial punishment which, although there is no by-law against it, results in the unmanageable pupil being sent to some lower grade or retained another year in his class, there to spread mischief among his juniors. Often he finds himself in an ungraded class for defectives, where he is associated with the mentally deficient, although he is of all too keen intelligence. Moral suasion, the keeping of pupils in school not later than half-past three o'clock in the afternoon, standing in the corner or sending the boy out into the hall until he can be good, are some methods of discipline now employed.

Some of these methods of punishment, particularly that of putting a pupil in a class below his years and attainments, are quite as objectionable as the use of the rattan. The trouble seems to be that there is a great difference in boys and a great difference in teachers. Were all teachers always tactful and wise, the rules might either include or exclude the rattan without doing any harm. Undoubtedly some boys will pay attention to the rattan when it is difficult to reach their consciousness in other ways. But against corporal punishment there is an argument based on the growing nervous-

ness of Americans, and the realization that "it is better to rule by love than fear."

The outcome of the pending discussion in New York will be awaited with interest.

## The Rod in the Schools?

[New York Herald.]

The people won't stand for turning back the hand upon the clock of progress. Not so long ago it was thought that discipline could not be maintained in the army or the navy unless men could be flogged at the order of their officers. It is an exploded notion that "licking" is essential to the preservation of discipline.

There are other punishments less degrading and more effectual, and the man or boy who is not amenable to these should be eliminated.

## A Vital Subject.

[Duluth Herald.]

A speaker at the National Purity Congress last week complained because the National Educational Association has refused to establish a committee to investigate the proposal to inaugurate the teaching of sexual physiology in the public schools.

It would have done no harm to form such a committee, even if it should determine that the plan is impracticable in the public schools. The criticism is just, therefore, and the National Educational Association might at least give the matter polite consideration.

The reign of an absurd false modesty is substituting in this country the perverted teachings of the street and of immoral associates for the proper instruction on this most important subject that every child ought to have. It is the duty of parents to provide it, and the parent who lets his child learn of these things from chance acquaintances is exposing that child to deadly danger.

Whether it is done by the public schools or by the parents it is vitally necessary that such instruction should be given every child at the earliest possible moment, in order to safeguard the children from the vicious and degrading instruction that they are certain to gain from the street.

## The Spirit That Does.

[Milwaukee News.]

The annual meeting of the Wisconsin Teachers' Association has brought to Milwaukee thousands of school teachers. The presence of so many teachers in attendance upon the convention in itself speaks of the interest they take in their work and is a refutation of the oft-heard charge that the school teachers as a body have no real interest in their work and consider their employment merely as a means to tide them over until they may find more congenial and profitable occupations.

There is little question that there is strong incentive for the teachers to cast about for more profitable employment. It is of little credit to the public that it underpays the teachers in its schools, and as it is discreditable to the public that it does not properly reward the teaching profession, it is vastly creditable to the teachers that in spite of the incentive to abandon their work they are as enthusiastic and zealous as if their rewards were ample and adequate. And in this spirit of the teachers there is rich promise for the future of our schools.

The work that one does because it is the work that one likes and that there is call to do, is the work

that counts. After all, it is the spirit in which a task is done rather than the price that is paid for the service that determines whether it shall be productive or barren in its fruits.

### Newark's New School Board.

[Newark, (N. J.) *Star*.]

Mismanagement of the schools has cost the municipality as much money wasted as would have provided accommodations now needed for elementary education. Nine good men and true who shall devote themselves to public school affairs and administer the same in business ways will quickly command the confidence of the taxpayers to the extent of getting all the appropriations that may be needed to place Newark's schools on a plane of the highest efficiency. When the taxpayers know that their money is not being extravagantly spent and that none of it is improperly diverted into private pockets they have no complaint to make about school expenditures.

### School Books.

[New York *Times*.]

Commissioner Jonas's avowed plan to have the text-books for the New York public schools written by members of the Board of Superintendents and published by the city, at a saving of about \$300,000 a year, is worth noting. Of course, school superintendents sometimes do write text-books, and the ability to write a good text-book for school use is one sign of fitness for superintendent's duties.

But when superintendents have written books hitherto, regular publishers have put them on the market and paid the authors regular royalties on the basis of sales. We understand that Mr. Jonas says superintendents who are authors should write school books as part of their regular duty for no increase of pay, and that the city should print them and distribute them in the schools.

We fancy Mr. Jonas is joking. Whether he is or not, the city will do well to keep out of the printing and bookbinding trades. If Mr. Jonas knows that political influence has been used to force certain text-books on the schools, he is right to take any steps that would lead swiftly to checking such a misuse of influence. But if superintendents are clever enough to write books in their leisure hours, they cannot be expected to give them away, while the regular school-book publishers know more about printing than any city administration is likely to learn in the term of its existence.

### Home-Made Books.

[New York *Post*.]

When this city has already on its payroll men qualified, say, to bake bread or dig subways or feed the fish in the Aquarium, it does not go out of its way to pay outsiders for doing these things. School Commissioner Jonas would apply the same principal to another department. This city is paying thousands upon thousands of dollars every year to the authors and publishers of text-books, and all the while the Board of Superintendents, who surely ought to know enough to write text-books, sit idle, or perform the merely supervisory duties connected with their offices. Mr. Jonas would make things hum. Hobbs shall be set at once to writing an arithmetic, Nobbs a geography, while Noakes sets the penmanship models, and Stokes sits down to prepare a volume of animal stories that shall knock the works of the Rev. Dr. Long into kingdom come. In that way the city is to be saved from paying royalties to authors in or out of its employ, not to speak of the profits of grasping publishers. Indeed if the text-books are good enough, the city itself may

exact royalties from the other school systems which will clamor for the chance to use them. Bond issues will not be necessary to build the new school-buildings. There is only one weak point in the whole project. It is that the best text-book can no more be written to order than the best play or the best poem. If, in a particular department, the most valuable book is written by a teacher or superintendent in the New York schools, the New York school children are entitled to the use of it. But this is equally true if the most useful book happens to have been written in Boston or Indianapolis or Seattle.

### Limitations of Education.

By PRES. BENJAMIN IDE WHEELER, University of California.

Human society of this present time and place evidently believes in education. It is inclined to stake its life upon it. It is often perplexed about what to teach and why, and how to teach it and thru whom, and yet the perplexities seem only to sanctify the deep mysteries of pedagogy, and strengthen faith in the systems that issue from the cloud-wrapped mount of education. For all the social ills education has come to be as universal a prescription as blood-letting in the older medicine. If people are leaving the farms, if divorce is undermining the family, if the political machine is looting the cities, the remedy is to be found in education; the schools must look out for it. This is the habit of opinion to-day. The habit appears to be a good one; the opinion is presumably in substance correct. Surely we of the craft are not inclined to discourage it. But the demand comes in the avalanche form. Those that would be healed, throng upon us and "cannot come nigh for the press"; men are fain to uncover the roof and let down the sick in beds upon us. Despite the gratification this cannot fail to bring to those who have chosen the field of education for a life-work, we must be conscious that the situation brings with it grave responsibility and no little ground for apprehension. We know that any man whom public opinion has grossly overestimated is in serious peril—peril before the reaction that must follow disillusionment, and yet greater peril for his own character in the temptation to perpetuate the deception by false devices.

If we, as a profession of teachers, find that we are responding to crude popular demand by dealing out our one medicine, the exact varieties and potencies of which we do not notice, and the precise workings of which we do not understand, treating all cases out of one bottle and blindly following traditional recipes and formal courses of treatment, it might be time for us to adopt as our own the burning proclamation: "An evil and adulterous generation seeketh after a sign, and there shall be no sign given to it." We will not at any rate cloak our helplessness under the schemes and schedules and curricula of other days, or aimlessly rely upon mechanism devised for other and nearer ends; nor will we, of all things, encourage a public credulity which blindly trusts in all the doings of the schools and colleges for all purposes, so long only as they bear the sacrosanct name of education, and assigns to them some thaumaturgic power by mysterious process to make black white and the white matter of the brains gray.

If we still do not know what subjects should be taught, or why, or how they should be taught to give appreciable results, we can at least be frank in confessing to ourselves the limits of our own ignorance.

Hood's Sarsaparilla builds up a broken down system. It begins its work right, that is, on the blood.

## The News of the World.

The French Government has conferred the Cross of the Legion of Honor upon Carroll D. Wright, ex-United States Labor Commissioner. This was done in recognition of his efforts for a betterment of industrial conditions thruout the world.

The Arctic steamer *Roosevelt* has been undergoing thoro overhauling. She is now about ready for Commander Peary's start for the North Pole next spring.

According to the Russian budget for 1908, the total expenditure for the Empire next year will be \$1,257,500,000. The ordinary receipts will be \$1,159,000,000. The acknowledged deficit is \$94,500,000.

Alaska is to have a new railroad. It will run from Cordova to the rich copper deposits in the upper regions of Copper river. It will cost at least \$25,000,000.

November 8 was Secretary Taft's last day in the Philippines. He spent it in Manila. All day he was occupied in receiving and conferring with prominent Filipinos, heads of bureaus, members of committees, business men from different cities and provinces. In the evening a farewell reception was given in his honor by Governor General Smith.

The Secretary of State has announced that David J. Hill will succeed Charlemagne Tower as Ambassador to Germany. Mr. Tower is retiring on account of ill-health.

A new steam locomotive was tested on November 13, and may be said to have triumphed over electric power. It won the contest over an electric locomotive at the record-breaking speed of nearly ninety miles an hour.

November 9 was the sixty-seventh birthday of King Edward of England.

The International Waterways Commission is considering a scheme to build a submerged dam across Niagara river just above the Falls. It is asserted that such a dam will not affect Niagara's glory. It is expected to restore the lake levels.

Photographs and data obtained by the International Boundary surveyors during the past summer in their work of determining the Alaskan boundary line were lost in the Bradfield river, by the upsetting of the canoe. The work may have to be done all over again. Five men who were in the canoe narrowly escaped death.

At the November election 199 saloons were voted out in Chicago. Of the 160 precincts of the city which voted on the question 140 stood out against license.

The force at the New York Navy Yard is working night and day to get the battleships ready for their Pacific voyage.

The port of Iquique, Chile, was visited by fire on November 9. Seven and a half blocks were burned. Two thousand people were made homeless. The damage was over \$1,000,000.

A terrible hurricane swept over Marseilles, France, on November 8. The gas works were flooded and the city plunged into darkness. Many houses collapsed. Immense damage was done to docks and other water front property.

According to the annual report of the Columbia University, the institution needs at least \$100,000 more a year to carry on its work.

Aguinardo was present at several of the functions given in Manila in honor of Secretary Taft. The Filipino chief declares that great benefits will follow Mr. Taft's visit to the Philippines. The Secretary of War told the islanders much that will help them to fit themselves for final independence.

### General Booth Says Goodbye to America.

General William Booth, Head of the Salvation Army, sailed from New York for Germany on November 9. He gave a farewell address the evening before, from the steps of the City Hall.

### Princeton Lake Opens.

On November 8, Mr. and Mrs. Andrew Carnegie formally opened the lake which is their gift to Princeton University. They were cheered by the entire undergraduate body.

Mrs. Carnegie started the crews on the first inter-class regatta ever held at Princeton. Mr. Carnegie presented the trophy which he had given for the race, to the victors.

### Loving Cup for Miss Gould.

The sailors of the North Atlantic Fleet, which is going to the Pacific, have been contributing twenty-five cents apiece to pay for a loving cup to be given to Miss Helen Gould.

The cup is being made by Tiffany, and will cost about \$2,500. It is a testimonial of gratitude to Miss Gould for her gift of the Naval Branch of the Y. M. C. A. in Brooklyn.

### Royal Welcome to German Emperor.

The Emperor and Empress of Germany arrived in England on November 11. They went at once to Windsor Castle. They were met at the Windsor station by King Edward and Queen Alexandra, who gave them a warm welcome. The parade from the station to the Castle was headed by a detachment of Household Cavalry.

Next came a carriage containing the Emperor, the King, the Prince of Wales, and the Duke of Connaught.

In a second carriage were the Empress, the Queen, the Princess of Wales, and the Princess Victoria.

As the *Hohenzollern* with the Sovereigns of Germany on board passed up the narrow waters of Spithead, it was saluted by the British Channel Fleet. This numbered nearly fifty warships, dressed from stem to stern. It is under command of Admiral Lord Charles Beresford.

The land batteries joined in the welcome to the royal fleet.

### Banquet for German Visitors.

King Edward and Queen Alexandra gave a state banquet on November 12 in honor of the Emperor and Empress of Germany.

The scene was the historic Hall of St. George, at Windsor Castle. This hall has been associated for centuries with the Order of the Garter, and was decorated with the banners of the principal Knights of the Order.

The tables were adorned with the famous gold plate which is one of the great heirlooms of the sovereigns of England. The brilliant company of 130 guests included many members of the British royal family, cabinet ministers, ambassadors, and other diplomats. Mr. Whitelaw Reid, the American Ambassador, was present.

King Edward proposed the health of the Kaiser. Emperor William made a short speech in acknowledgment, closing with a toast to the English King.



### German Emperor Cheered.

The German Emperor and Empress were very cordially received in London on November 13. The welcome and respect shown them indicated a complete change in English popular sentiment towards Germany. The immense crowds lining the way to Guildhall fairly cheered themselves hoarse.

Emperor William spoke at the Guildhall. He said that he had been laboring for peace sixteen years, and that the peace of the world depended upon the maintenance of good relations between England and Germany.

### Peace Conference Opens.

The Peace Conference of Central American Republics was formally opened in Washington by Secretary of State Root on November 14. His address is expected to have an important influence upon the delegates.

The Conference met in the Red Room of the Bureau of American Republics. The five republics of Costa Rica, Guatemala, Nicaragua, Honduras, and Salvador were represented by plenipotentiaries.

Senor Luis Anderson, Minister of Foreign Affairs of Costa Rica, was elected president.

### Honor to Robert Fulton.

The American Scenic and Historic Preservation Society celebrated the one hundred and forty-second anniversary of Robert Fulton's birth on November 14. Six of the inventor's descendants were present as guests of the Society.

Addresses were made by many prominent men and women. Captain White, of the Hudson River Day Line, said that a new Hudson River steamboat which is to be the finest river vessel ever built, will be one of the events of 1909. It will be named *Robert Fulton*.

### New British Warship.

The new battleship *Superb* was launched at the Elswick yards, Newcastle, England, on November 7. She is an improved *Dreadnought*.

The *Superb* is 490 feet long and of 18,600 tons displacement. Her engines will give her 23,000 indicated horse-power.

### Third Duma Opens.

The third Russian Duma opened in St. Petersburg on November 14. The city walls were covered with proclamations warning the people against disorder.

The Duma was guarded by a large force of police and by five platoons of mounted gendarmes. Very little interest was shown by the people.

The third Duma is essentially a conservative body. The proceedings began with a long religious service. The national hymn was then sung with enthusiasm.

M. Khomzakoff was elected president. He is fifty-four years old, a poet, and a godson of the great writer, Gogol. He has been a government official, and is considered a man of liberal ideas.

### Bankers Consider Situation.

Governor Hughes has announced the appointment of an advisory commission of six bankers to consider the financial situation in New York. The commission will decide whether added legislation on the subject is needed.

The members are:

Edwin S. Marston, President of the Farmers' Loan and Trust Company of New York.

Edward W. Sheldon, President of the United States Trust Company.

Algernon S. Frissel, who has been President of the Fifth Avenue Bank of New York for twenty years.

Stephen Baker, President of the Manhattan Company of New York City, a State bank.

Andrew Mills, President of the Dry Dock Savings Institution.

### Mayor's Day.

November 9 was Mayor's Day thruout England. An elaborate pageant representing the reign of the Edwards of English history, was given in London.

The reign of Edward VII. was symbolized by a car entitled "The Harvest of the Peacemaker." It consisted of a real harvest wagon drawn by eight shire horses and bearing the Fruits of Peace. The new Lord Mayor of London is Sir John C. Bell, a brewer.

There were some curious historical survivals in connection with the transfer of the mayoral office. The Mayor of Lincoln was inducted by the placing upon his finger of a gold ring which his predecessors have worn for centuries. Sent by the Mayor to any school within the city boundaries, it binds the schoolmaster to give his pupils a day's holiday.

The Mayor of Guildford carried a stick presented to the borough by Queen Elizabeth. Among the retainers of the Mayor of Ripon was a municipal horn-blower, who every night at 9 o'clock winds three blasts upon his horn before the Mayor's residence and in the market place.

### New Princess in Italy.

Italy has a new princess. She was born to Queen Helena and King Victor Emanuel on November 13. She is to be named Giovanna.

The King, being a great stickler for hygiene, has arranged the nurseries so that they may be kept thoroughly clean.

It is said that there is not an inch in any one of the rooms that cannot be washed and scrubbed. Everything is white. The floors are of white porcelain, the walls are made of a white composition which washes like so much china, the woodwork is enameled in white, the curtains are of white muslin, and the rugs, which are of thick white cotton, are easily put thru the wash.

Five of the nurses who are in attendance are all in white, and the only person connected with the apartment who is not in white is the wet nurse. This fortunate creature is gorgeous in a rich edition of the costume of her native town, with an immense crown of bright-colored ribbons on her head and streamers of ribbon adorning her gaudy skirt and her corset waist. Corals decorate her ample throat, rings depend from her ears that tickle her shoulders, and there is a variety of silver pins in her hair that reminds one of a Dutch doll.

This highly decorated person will practically rule the nursery end of the Quirinal for a year. She will be one of the most important personages in the country during this period, and at its conclusion she will return home rich for life, from the peasant's point of view.

### A Swedish Sugar Trust.

The sugar manufacturers in southern Sweden have united in a trust, with a nominal capital of about \$36,100,000. The actual value of the sugar factories entering into the union is reported to be only about \$16,000,000. As the profits on the sugar industry have been very high, and as there have been complaints on account of the prices of sugar, some people seem inclined to believe that the combination and inflating of the capital has been done in order to more effectively conceal the actual amount of profits. With reference to prices of beets and sugar there seem to have been agreements before the actual union of the different companies was effected.

## "Pioneers in Education."

Reviewed by JOSEPH S. TAYLOR, Ph. D., District Superintendent of Schools, New York City.

### IV. JEAN JACQUES ROUSSEAU.

Fourth of a series of Monographs by Gabriel Compayre. Translated by R. P. Jago. Published by Thomas Y. Crowell & Co., New York, 1907.

Although fourth in the order of these reviews,\* this volume is first in the series of which it forms a part. "If we have chosen J. J. Rousseau to open this gallery of portraits," says the author, "it is not because he was a sure guide, an irreproachable leader. But in the cause of education he has been a great inciter of ideas in others, the initiator of the modern movement, the 'leader' of most of the educators who came after him. Pestalozzi, Spencer, to cite only two, have undoubtedly been his disciples."

To the American teacher this study is interesting chiefly because it is the last word of the French educational world on Rousseau, who, though born a Swiss, is essentially French. The last important contribution, before the present monograph, to the literature of Rousseau, was Thomas Davidson's *Rousseau and Education according to Nature*, published in 1898. The contrast between that book and the one under consideration is very great. Davidson, in the main, unsparingly condemns the educational and social theories of Rousseau as being not only in

is no real being: he is a creature of reason, as it were, an engine of war invented to combat society." For instance, it is shown that, whereas Emile in the book is separated from family life and put in charge of a tutor, in Rousseau's other writings domestic education never had a more fervent partisan. "Rousseau is a man of successive impulses, each in turn defended with the same impetuosity." In *Emile*, no history is taught; the pupil is to be without a prejudice or a habit. It is purely individualistic education. "To the Poles he resolutely advises national education pushed to its last extreme, the teachings of the *Republic* of Plato, which absorbs the man into the citizen, and confiscates the individual to hand him bodily to the State. Rousseau was divided all his life between the doctrine of individualism and that of socialism, between State sovereignty and man's liberty."

This feature of Compayre's book is one of its most valuable characteristics. By going outside of *Emile* and considering all the writings of Rousseau, we obtain a more just estimation of the real opinions of the reformer than we get by discussing the single book. In answer to Davidson's sneer that Rousseau was his own ideal savage and that "he was moral only for rhetorical purposes," M. Compayre reminds us that we know of the frail man's failings only through his own confessions. He at least did not have the fault of hypocrisy. After devoting an entire chapter to an exposure of the sophisms of Rousseau, the author comes, in chapter IV, to search for his "kernel of truth." The *Emile* contains, along with its follies, "a number of general views and detailed facts concerning the various branches of education which may be accepted straightaway almost without revision. These form, as it were, quite a cluster of flowers, which will blossom eternally in the garden of education." Even Davidson concedes that the author of *Emile* "indeed was a psychologist of the first rank." How many eloquent sayings, taken from *Emile* do we constantly hear! How many maxims, fresh in 1762, and become almost trivial at the present time, form the current coin of our pedagogs! Among the ideas first promulgated in *Emile*, which are current educational theory and practice are the following:

1. Physical education.
2. Manual training, for educational and utilitarian purposes, and to teach the dignity of labor.
3. Sense education. This became the cornerstone of Pestalozzi's reforms.
4. Nature study, now occupying so important a place in the American school.
5. Drawing from nature, *i. e.*, drawing as a language, instead of the lifeless copy.
6. The utilitarian principle in the selection of studies. "This great visionary is a utilitarian."
7. "The art of action"—the idea that the ultimate end of education is action or doing something, and not merely passive knowing. Prof. Dewey's "education by living" is here anticipated.
8. Self-activity; in order to master what is learned, "a personal effort is required, a research, a sort of original discovery, and not merely an effort of memory and mechanical acquisition."
9. Even Herbart's doctrine of interest as an end of education is found here. "The most important thing is not the knowledge acquired at the end of study, . . . but the desire to enlarge one's knowledge."

To the defect in Rousseau's scheme for the education of women Compayre devotes considerable space. This, the fifth chapter of *Emile*, is the poorest in the



Jean Jacques Rousseau.

detail ridiculous, but in their general effect highly immoral. Compayre is a much more lenient critic. While he recognizes and points out the errors and contradictions and rhetorical paradoxes of the errant genius, he is inclined to seek beneath the surface of these for the kernel of truth which they contain. He thinks that sometimes Rousseau had a distinct purpose in his exaggerations; for the numerous contradictions in *Emile* and his other writings show that Rousseau does not always mean all he says. "No, he merely wished, in an artificial framework, to give free rein to his visions. *Emile*

\*See SCHOOL JOURNAL for November 9 and 16.



book. The book of *Sophie* is only a pleasant idyl. Of all things that Rousseau fails to understand, it is woman that he understands the least. "Certain of her refinements, her noble dignity and pure moral grandeur have, at all events, eluded him. He has for her more tenderness and loving adoration than true respect and esteem. Even in the most exquisite descriptions of his heroine, looked at both physically and morally, an indefinable sensual appetite is always to be detected." And yet, women adore him. In 1777, Mme. Roland wrote to one of his friends: "I love Rousseau beyond expression. I carry Rousseau in my heart." Mme. de Stael greets *Emile* as "an admirable book, which puts envy to shame after exciting it." George Eliot says: "Rousseau has breathed life into my soul, and awakened new faculties in me."

The final chapter is devoted to the prodigious influence of Rousseau on the history of education and of mankind. In Germany his pedagogic thought was preponderant. Basedow swears only by Rousseau, whose theories he uses with frenzied zeal. Lavater is as eager as Basedow to adopt the theories of *Emile*. Lessing declares that he can not pronounce the name of Rousseau "without respect." Schiller extols "the new Socrates, who of Christians wished to make men." Goethe calls *Emile* "the teacher's gospel." Kant says no book "moved him so deeply." In his *Levana* Jean Paul Richter says that "of all previous works to which he feels himself indebted, it is to *Emile* that he must assign the front rank." To Pestalozzi, especially, is due the honor of developing and applying the theories of Rousseau, of whom he wrote: "The system of liberty founded ideally by the author of *Emile* excited in me boundless enthusiasm." Lastly, Froebel, "who had nothing so much at heart as the preservation of the child's spontaneity, deserves a place in the golden book of Rousseau's disciples."

In England, too, the French educator has had his admirers. *Emile* was translated in London as soon as it appeared, and soon ran through a second edition. Somewhat neglected for a century, Rousseau was again brought forward by Mr. John Morely and by Mr. Quick, who pronounces *Emile* "the most influential book ever written on education." This is also the opinion of Mr. Morely, who calls *Emile* "one of the seminal books in the history of education."

Compayre is, I think, mistaken, when he says that "it is in America that Rousseau has met with least sympathy." This opinion is apparently based on the low estimate that Mr. Thomas Davidson has placed upon the idle dreamer. Rousseau is as carefully considered by students of education as any of the other reformers. It is doubtless true that the immoralities of Rousseau's private life and the disparity between his rhetorical regard for childhood and the brutal abandonment of his own offspring, are repulsive to American educators; and we have not forgotten the resolution which a member of the New York Board of Education introduced a few years ago demanding that Rousseau's writings be stricken from the list of text-books to be used in our Normal College. The resolution, however, did not pass; and Rousseau is still in good standing, so far as I am informed, in all American institutions devoted to the training of teachers. It is true that Rousseau did not influence the public school of America directly as much as he did the schools of France and Germany. But this is because it fell to the lot of Pestalozzi, who was nearer to us in time, to interpret Rousseau to us. Certain features of Rousseau's program, e. g., nature study, physical training, manual training, spontaneity in learning and discipline, are to-day perhaps more highly regarded among us than anywhere else in the world.

### Received During the Week.

Allen, Annie Winsor.—HOME, SCHOOL AND VACATION. Houghton, Mifflin & Co. \$1.25.

Ascham, Roger.—THE SCHOLAR MASTER. D. C. Heath & Co.

Finley, William Lovell.—AMERICAN BIRDS. Chas. Scribner's Sons. \$1.50.

Urwick, W. E.—THE CHILD'S MIND ITS GROWTH AND TRAINING. Longmans, Green & Co.

Ainger, Rev. Alfred.—LAMB'S TALES FROM SHAKESPEARE. The Macmillan Co. 25c.

Johnson, Clifton.—THE STORY OF TWO BOYS. American Book Co. 35c.

Dow, Earle W.—ATLAS OF EUROPEAN HISTORY. Henry Holt & Co. Publishers.

Mumper, William N.—A TEXT BOOK IN PHYSICS FOR SECONDARY SCHOOLS. American Book Co. \$1.25.

Newton, Charles Bertram and Treat, Edwin Bryant.—OUTLINE FOR REVIEW ENGLISH HISTORY. American Book Co. 25c.

Sampson, Martin W.—SELECTIONS FROM IRVING'S SKETCH-BOOK. American Book Co. 45c.

Schwartz, Julia Augusta.—FAMOUS PICTURES OF CHILDREN. American Book Co. 40c.

Howe, Will David.—SHERIDAN'S PLAYS. The Macmillan Co. 25c.

Smyth, Alfred Henry.—THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN. American Book Co. 40c.

Wade, Joseph H. and Sylvester, Emma.—FOURTH READER. Ginn & Co. 60c.

THE BIBLE AS GOOD READING, by Senator Albert J. Beveridge, has a double interest. In the first place that which belongs to the book itself, irrespective of the author and second, that due to its source. Senator Beveridge has done what no theologian or professional Bible student could do. He has presented the view of a practical, successful man of today. He speaks of the Bible not simply as a masterpiece of literature, a fount of wisdom, or in any of the ordinary ways, but as "good reading." It is an inter-

esting viewpoint well presented. The volume is a unique contribution to Biblical literature and an unusually interesting and helpful one. The everyday man will read what the Senator says with interest. (Henry Altemus Company, Philadelphia.)

Tony Sarg's illustrations for Félicité Leferre's retelling of the dear old tale of THE COCK, THE MOUSE, and THE LITTLE RED HEN have given it a new charm. The telling itself is delightful, and the colored drawings fascinating. Many a child's eyes will brighten Christmas morning when he finds this attractive little book among the traces of Santa Claus's visit.

Bettie Porter's BOARDWALK COMMITTEE is a mighty bright story of a mighty bright girl. The author, Louise R. Baker, has not told us whether there is not back of it, at least, some experience of a real Bettie, but it certainly rings true. The building of a boardwalk for Primrose Hollow does not sound like material for much of a story. But there were obstacles in the way, and a great deal of human nature, and human interest has gotten into the book. Girls will find it fascinating. (George W. Jacobs and Company, Philadelphia.)

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## The Educational Outlook.

The National Society for the Promotion of Industrial Education has announced the appointment of thirty-four State committees, composed of representative men, who will forward the interests of industrial education in their respective States. The aim of the State committees will be to make a study of the conditions of trade training in the various States, to arouse public interest in the subject, and to work for legislative action in support of industrial schools, where such action seems desirable.

Prin. Frank H. Hanson, of the South Market Street School, Newark, has planned a series of lectures to be given bi-monthly before the pupils of the grammar department of his school. The lectures, which will be illustrated, will be given in connection with the geography lessons, and will treat of the various industries, scenery and people of different countries. Many of the slides were made from pictures taken by Mr. Hanson.

The School Board of Alexandria, Va., has been forced to take cognizance of the increasing number of fights between colored and white pupils on their way to and from school. To obviate the trouble the Board has changed the hour of the noon intermission and of the final dismissal in the colored schools.

Superintendent Horn and the teachers of Houston, are doing all in their power to make the convention of the Texas Teachers' Association, of which they are to be the hosts during the last week of December, the best and most memorable in its history. Speakers from many other States have already promised to be present. Governor Campbell will deliver an address, and it is hoped that ex-Governor Aycock, of North Carolina, who did much for education during his term of office, will also be present.

Mrs. Harold Brown, a member of the Board of Education of Newport, R. I. has given \$1,000 to be used for the teachers' retirement fund. The teachers have been striving for several years to increase this fund to such an amount that some of the older teachers may be retired at once on half pay. The fund now totals \$21,033.16.

Mrs. Brown also sent a check for \$300, to be used for prizes in the different departments of the schools.

Secretary Morse, of the Massachusetts Industrial Commission, told the New England superintendents at their eighty-first meeting of the remarkable work being done along industrial lines in Ireland.

"As a result of industrial education," he said, "girls in a little school of Queens-town, are able to feed six persons for seven days on fifteen shillings."

"In Dublin there is a trade school which contains eight hundred boys who have been deserted by their parents; it is so superior to the ordinary school that sometimes other boys wish their parents were not living."

At this meeting Dr. Gulick, of New York, made a strong plea for the introduction of dancing, of the right kind, into our schools.

The efforts of Superintendent Harris, of Rome, Ga., have at last secured for the city a four-year high school course. Superintendent Harris' plan was approved by the new Board of Education at its first meeting, and the regrading necessary to carry it out was immediately undertaken.

This marks the climax of Mr. Harris' long struggle to give his city an adequate high school. Sixteen years ago, when he became head of the schools of Rome, there was no high school. He first

secured a one-year course, and by degrees had it extended first to two, then three years, and has now the pleasure of seeing a full four years of high school work offered to the children of the city. The Rome high school has been on the university lists of accredited schools and academies for several years.

State Superintendent Schaeffer, of Pennsylvania, has found that the Snyder minimum salary act passed by the last Legislature will require an increased expenditure of \$850,000, considerably less than had been anticipated.

The Snyder act increases the minimum salary of school teachers from thirty-five dollars a month to forty dollars and fifty dollars, according to their qualifications and terms of service, and directly affects between 3,500 and 4,000 teachers. Already the beneficial effects of the new law are evident in the quality of teaching material available, and in the decrease in the number of vacancies throughout the State.

### Critic Teachers Stay.

A bomb was recently exploded in Baltimore's School Board. One of the members proposed that critic teachers be dispensed with. The result was to start an excited discussion in which the principal argument of those who favored such a move was that the money thus expended could be used to better advantage. The proposition was made as a counter move to the effort made by some members to have Assistant Superintendent West's salary raised from \$2,400 to \$3,500. Finally a compromise was reached, whereby Dr. West was given \$3,000, and the critic teachers remain.

### Hundred Per Cent. Growth.

Detroit's night schools show an increase of more than 100 per cent. over last year. This gratifying growth is due, in part, to the natural expansion, but principally to the extension of the work along new lines.

The new classes introduced this year include millinery, sewing, and cooking. The first of these classes is made up of girls of from fourteen to twenty years of age. In the sewing and millinery classes small girls and young women learn to do plain sewing, and as soon as they have mastered the intricacies of gores and biases, and even stitches, they are instructed in designing, the advantageous selection of materials and the final finishing of a complete gown or hat. The work of transforming or "making over," also receives its share of attention, economy as well as comfort being made the object toward which the teacher works.

For the use of the cooking classes, the city furnishes all supplies, tho the expense allowance for each pupil, per lesson, is not allowed to exceed one and one-fourth cents.

There are also good courses in manual training for men and boys which are being well attended.

### Masses.

President Alderman, of the University of Virginia, speaking before the teachers of Essex County, N. J., gave what we wish might be the death-blow to the use of a certain word. The word is "masses" and can only have for its antithesis "classes," something which our Government does not recognize, and which is entirely alien to our political and social philosophy.

"I am tired," said Dr. Alderman, "of this expression 'the masses.' I have been trying to find out who the 'masses' are. Has God Almighty marked off a

little portion and called this 'the masses?' We have settled it that class distinction shall not exist in the school curriculum."

### On the Move.

It has been found necessary, in order to complete the addition to the schoolhouse at Langdon, D. C., to remove a two-story building at present used for school purposes, to a spot some two hundred feet distant, and in order not to interrupt the school work, it has been decided to make the change of location while the lessons are going on.

The shift will be made at the rate of about a foot an hour, and there is no reason to suppose that the pupils will become aware of the moving, until it has been completed.

### Too Much Normal Work.

Teachers of Atlanta, Ga., have found the normal work planned for them by Superintendent Slaton, arduous, and, in their opinion, more than should be expected of them. The work arranged for this term calls for four hours' work without intermission, in place of three hours, with intermission, as was formerly the case. A petition voicing the sentiment of the teachers was drawn up by a committee of their association, and presented to the Board of Education.

The Board, after a careful discussion of the matter, has referred the petition to Superintendent Slaton, with a statement that they have "implicit confidence in the ability and the earnest desire of the superintendent to make, without pride of opinion, any and all needed corrections."

### Porto Rican Schools.

The Porto Rican father and mother, says the New York Herald, are as desirous of education for their children as the American father and mother, and will make as many sacrifices to obtain it for them. In fact, the schools have been the most popular incident of the American occupation. The school districts are based on the population. In many of these the people are so scattered that the distances are very great, and are so poor that the schoolhouse is but little more than a leaky shack. The teacher has neither chair nor desk, and the children sit on the floor. Others might have a long bench, but the only desk is the children's knee.

The testimony of the teachers is that the Porto Rican children learn easily "by heart," have lively imaginations, and an inherent artistic tendency. Even the work of the kindergarten children is distinguished by unusual neatness, regularity, and deftness of hand. On the other hand, they lack energy, mental and physical. This is partly the result of climate, but is also due to the lack of nourishing food and consequent anaemia.

## Catarrh

Whether it is of the nose, throat, stomach, bowels, or more delicate organs, catarrh is always debilitating and should have attention.

The discharge from the mucous membrane is because this is kept in a state of inflammation by an impure condition of the blood. Therefore, to cure, take the best blood purifier,

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## In and About New York City.

November 14, Fulton's birthday, was observed with suitable exercises in the New York schools. In 1807 Fulton's first steamboat made its way up the Hudson, and the anniversary of his birth in 1907 was chosen as a suitable day to commemorate his great invention.

The New York City Teachers' Association has found the grade conferences popular and helpful to the teachers. It has, therefore, been decided to continue them during the month of December.

An interesting collection of Indian relics from the hunting grounds of the Ojibways was recently placed on exhibition in the children's room of the St. Agnes branch of the New York Public Library, by the Museum of Natural History. It is a Hiawatha exhibit. As far as possible all the implements of war or peace mentioned in the poem are included. After leaving the St. Agnes, all the other branches of the Public Library will be visited in turn by the exhibit.

If the opening lectures of those planned by District Supt. Julia Richman for the teachers of her district may be taken as an indication, the course is already an assured success.

Miss Richman's idea was to offer aid to the teachers of districts two and three thru practical talks to be given by herself and the principals of the schools in her charge. So numerous were the requests from teachers of other districts to be admitted that it was decided to open the course to all the teachers of the city. On the opening day nine hundred gathered at Public School No. 62.

Mayor McClellan has notified the Board of Education that he has appointed President Winthrop a member of the commission, suggested by the Board of Aldermen, to take under consideration the advisability and practicability of converting the roofs of all public schools into recreation roofs for those who desire to take advantage thereof. The commission consists of a representative from the following departments: Health, Tenement House,

Board of Education, Municipal Art Commission, Building Department, and three members of the Board of Aldermen.

An animated discussion has been aroused by the attitude of certain members of the Board of Education who wish to put a stop to the practice of permitting supervisory officials of the system to act as lecturers in institutions to the courses of which teachers are not admitted free. Among the arguments presented by these gentlemen is the following: teachers will feel that it is necessary to take these courses in order to secure promotion, and, furthermore, time which should be devoted to the city's schools will be given up to the preparation and delivery of these lectures. On the other side it is urged that these men are eminently fitted by professional training, and by the daily duties of their office as lecturers in the different branches which they represent. To prevent them from giving these courses will be to deprive the teachers of an opportunity to improve their professional equipment. Of course, it is really a matter of putting it up once more to poor, weak, human nature.

### Guggenheimer Portrait Unveiled.

The presentation of a portrait of the late Rudolph Guggenheimer to the Washington Irving High School, on November 15, was made the occasion of interesting memorial services. After a scripture reading and salute to the flag addresses were made by President Egerton L. Winthrop of the Board of Education, Vice-President Greene and Thomas J. Higgins of the high school committee. The portrait, the gift of Mrs. Guggenheimer, was then presented in an address by Patrick F. McGowan, president of the Board of Aldermen. The acceptance and unveiling was conducted by several young ladies of the school after which the school hymn was sung and more addresses were made.

### Schoolmasters Choose Officers.

The annual election of the Schoolmasters' Club was held at the regular monthly meeting on November 9. The

following ticket was elected: President, Clarence E. Morse, New Jersey; first vice-president, Samuel McC. Crosby, Manhattan; second vice-president, John Holley Clark, Queens; secretary, Charles J. Jennings, Queens; treasurer, Henry E. Harris, New Jersey. Board of governors, class of 1910: J. H. Hulsart, Vernon L. Davey, Charles W. Lyon, and John P. Conroy; class of 1908: A. C. McLachlan.

### Discipline.

The report of the Reverend superintendents of the New York Catholic School Board for the year ending September, 1907, contains some most interesting and valuable remarks in regard to discipline.

"A lack of discipline," the report states, "in a class, is never the fault of the pupils. Discipline can be strict and exacting and uncompromising and at the same time natural and attractive. Children like this kind of discipline."

"The rod is not used in our schools and, therefore, we find highly developed among the pupils those most admirable of all the characteristics of true discipline—respectful, polite bearing, and a wholesome pride of school."

### To Report on Vacancies.

The Board of Education has requested Superintendent Maxwell to report very fully upon the number of vacancies in the teaching force.

Last spring when there were more than 500 vacancies in the teaching staff, Commissioner Partridge suggested that the Board hold examinations in other cities of the State in order to attract teachers to New York City. The plan was not adopted, in the belief that the June examinations would furnish a sufficient supply. Nearly 900 teachers were licensed, but at the last meeting of the Board every available teacher was appointed, and there are still 200 vacancies to be filled, and an examination will not be held until January. Hence, the action taken by the Board.

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"It is a book of detail in which a fair knowledge of English history is presupposed. In it are given intimate glimpses of the material conditions under which our British forefathers lived and died, of their homes and habits; their manners; their clothing; the conduct of their households; the growth of their social and educational systems; with a multitude of other things of equal interest."—*Boston Transcript*.

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New York

### Fine Work Exhibited.

At the Board of Education building during the past week has been exhibited a collection of drawing and shop-work done in the schools of the boroughs of Richmond and Queens. There are samples of work in wood, from the simplest joints and other preliminary exercises, to beautifully finished cabinets, writing tables, book-shelves, and similar articles. The work done at Public School No. 14, Richmond, under the direction of E. P. Sullivan, was particularly good. There were also, in this part of the exhibition, two "real live boats," and a couple of bob-sleds, each representing the co-operation of a number of boys.

The needlework also covered a wide field. There were pieces of simple sewing, the work of beginners, and there were, also, beautifully finished garments that might do credit to an experienced seamstress. At one school the girls had together made the complete fittings of a bed, handsomely worked curtains, finely finished counterpanes, etc.

The work in drawing was as excellent as that done in either of the other departments. It showed not only neatness, correct finish and careful handling of the different mediums,—pen and ink, crayon, and water colors—but a true art sense. Some of the sketches were really beautiful, and the decorative designs in many cases showed great originality.

The fully rounded course which the exhibition represented, reflects great credit upon F. H. Collins, director of shop-work and drawing in these boroughs, and Minnie Hutchinson, director of sewing, and the teachers who have so ably carried out their plans.

### Influence of Mothers' Clubs.

In the November issue of the *Educational Press Bulletin*, State Superintendent Blair, of Illinois, makes an appeal to the mothers of the State thru their clubs. He urges them to insist upon a high grade of instruction in the schools. He especially appeals to them to exercise their full influence in insuring the choice of suitable teachers.

"Your active, intelligent interest," he states, "is creating a better school sentiment everywhere; is establishing a more vital and helpful relation between the home and the school, but, if I mistake not, you will find that the very heart of the whole school matter is the teacher. Better fed, better clothed children, better attendance, better school-grounds and school-houses—all these are important and rightly demand a generous share of your time and attention, but all these will not make a good school unless you have a good teacher."

### Educational Council.

The subject for consideration at the meeting of the Educational Council at its meeting on November 16, was "Mass Teaching." Assistant Superintendent Edson read a paper on "The Group System," in which he offered that system as, at least, a partial answer to the questions, "How may we overcome the disadvantage of mass education?" and "What method most nearly approaches individualism in public education?"

Dr. Edson's exposition of the group system was clear. He pointed out the vast superiority of the plan over the more rigid and mechanical methods. A good discussion followed Dr. Edson's address, most of the speakers agreeing with his general proposition.

### The Lecture.

"The value of the lecture as a method of instruction," says President Butler, of Columbia University in his recently published annual report, "lies in the opportunity it affords for the expression



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of the personality of the teacher. Its limitations are due to the attempt to rely wholly upon the lecture for imparting the desired information. The lecture, if based upon a text or a syllabus in the hands of the hearers, of which text or syllabus the lecture is an exposition, or, if accompanied with or followed by discussion of the material expounded, has great usefulness. Unfortunately, however, too many university teachers rely wholly upon the lecture, without any of these additional aids, and they are not always careful to see that their recommendations as to collateral reading and study are followed by the students. The result is that by the promiscuous use of the lecture system there is an enormous waste of power and a great loss of opportunity."

#### Magazine Inducements.

"You'd better subscribe for *McSwat's Magazine*, madam," said the agent as he slipped his toe inside the door so "madam" could not close it. "Costs you only fifty cents per year, and every new subscriber gets a life insurance policy, a bicycle, a mushroom hat, a bottle of Finigan's Oil of Joy, and a copy of Nicholson Meredith's 'House of a Thousand Cradles.'"

"Not me," said madam. "I've just subscribed for *McSquirt's Monthly*, and they gave me a 'God Bless our Home' motto, a kitchen range, some fly paper, a rainy day skirt, an ice pick, a picture of Edward Bok crossing the Delaware, in a gilt frame, and sent me to the Jamestown Exposition thrown in."—*Jabs.*

Two new texts are announced by Powers and Lyons for this month. "Stenographic Business Practice" (with business papers and forms) by Frank C. Spalding, offers training in office routine for advanced students of stenography that is the stenographic equivalent of the "office practice" now so popular in bookkeeping departments. "Rapid Calculation," by C. E. Birch, is an excellent series of twelve practical drills on this subject, covering calculations from the simplest practice in the processes of addition, subtraction, multiplication, and division, to interest and practical bookkeeping and business calculations. Both of these texts are timely, and will reinforce what are usually conceded to be the "weak spots" in commercial courses.

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